**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_Home, School and Community and the Living World TIME FRAME: \_\_\_\_6 Weeks\_\_\_ TEACHER: \_\_First Grade\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Through a variety of texts students will be able to discus, compare and contrast various cultural celebrations. Students will research and present celebrations through collaborative learning groups. Students will discuss and question peers to deepen understanding of cultural celebrations, holidays, and rules throughout the school, community, and home. The students will recognize what is necessary for life.The students live in a diverse community.  Social Studies Standards: **1.C&G.1** Understand the importance of rules**.** Understand the diversity of people in the local community.  **1H.1.3** Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, President’s Day, etc.) | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | Reading  (Including Foundational Skills)  RL1.2 - Retell stories, including key details, and demonstrates understanding of their central message or lesson.  RL1.7 – Use illustrations and details in a story to describe its characters.  RI1.2 - Identify the main topic and retell key details of a text.  RI1.7 - Use the illustrations and details in a text to describe the key ideas.  RL.1.1: Ask and answer questions about key details and events in a text.  RI1.1: Ask and answer questions about key details in a text.  FS1.2d – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  FS1.3a – Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.  FS1.2c – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken- single syllable words. | | |  | | --- | | Writing  W1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | |  | | --- | | Speaking and Listening  SL1.1a – Participate in collaborative conversations with diverse partners about *grade 1 topics* *and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | | |  | | --- | | Language  L1.5a – With guidance and support from adults, explore word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  L1.5b – Define words by category and one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  L.1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  L1.1j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| Why is it important to have rules and consequences? | | | All people belong to a community and follow rules to stay safe. | | |
| How are holidays celebrated across cultures? | | | Holidays and celebrations are held according to the beliefs and traditions of various groups of people from all over the world. | | |
| How does your community compare with others? | | | All communities consist of people sharing beliefs and traditions. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  - Students will summarize the story beginning, middle and end.  -Students will draw or write story elements.  - Students will conduct a character analysis for a selected text.  -Students will respond to oral comprehension questions relating text to self.  -Students will role play to retell a story from the unit to be presented to peers.  - Students will interact with text via the internet or other technological devices. | **Writing Tasks**  -Students will collaborate to create classroom rules.  -Create a card for a family member or friend describing first grade.  -Write an alternate ending to any read aloud selection.  - Students will create a brochure illustrating and discussing rules and consequences.  -Students will write to a pen pal to compare their communities. | | **Discussion Tasks**  -Students will collaborate to research a cultural holidays and present their findings to the class.  -The teacher will lead a discussion of class room rules and consequences and their importance.  -Students will lead discussions following read aloud. | | **Language/Vocabulary Tasks**  - Students will utilize Alpha boxes to reflect upon important vocabulary from the text.  -Create a Venn diagram to compare and contrast cross culture holidays.  - Students will define and illustrate cultural terminology.  -Students will play “I Spy” to identify the types of sentences and the punctuation. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| Begin a KWL Chart on what is known about Communities, Rules and Holidays  The teacher will utilize a variety of questioning techniques as students interact with the text. | | Students will collaborate to select official classroom rules.  Teacher/ Student conference to discuss progress and understanding of project/lessons  Students will provide exit tickets summarizing understanding of each days lessons | | Complete KWL Chart  Rubric for Cultural Presentation  Accelerated Reader Tests | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  We Are All Alike…We Are All Different  All The Colors of The Earth by Sheila Hanaka  Officer Buckle and Gloria  Miss Nelson is Missing by Harry Allard  Whoever You Are by Mem Fox  No David!  First Day Jitters  The First Day of School  Mamas Birthday Party by Carmen Tafolla  No One Like You by Mem Fox  Happy Birthday Dr. Martin Luther King  Martin’s Big Words  Who Works Here? by Melissa Blackwell Burke  The Farmer and the Hat by Pat Cummings  A Walk Around The City  Jan’s New Home by Angela Shelf Medearis  Henry and Mudge and Mrs. Hopper’s House by Cynthia Rylant  Many Cultures | | | | | |
| **Notes: Vocabulary: community, culture , custom, tradition, role family,**  [**www.harcourtschool.com/ss1**](http://www.harcourtschool.com/ss1)  [**www.hud.gov/kids**](http://www.hud.gov/kids)  [**www.pbskids.org**](http://www.pbskids.org)  [**www.timeforkids.com**](http://www.timeforkids.com)  [**www.kids.usa.gov/social-studies**](http://www.kids.usa.gov/social-studies)  [**www.scholastic.com**](http://www.scholastic.com)  [**www.storylineonline.net**](http://www.storylineonline.net) | | | | | |